**Amanda and Brandy**

**Chapter 10 section: *I Did Not Panic: Creating Historical Narratives* (p. 118)**

Assignment:

After students were read *The Drummer Boy of Shiloh* by Arthur C. Clark and while studying primary sources that would help students understand how life was during the Battle of Shiloh, students were asked to write a letter or a diary entry based upon what they had learned through their analysis of that day’s primary source.

Assessment:

You can’t write about what you don’t know. Students were able to display their understanding of primary sources such as: surgeons’ reports (public documents) and obituaries (family records) through writing about how they thought things were during that time.

As students analyzed primary sources, they were encouraged to discuss their own interpretations and develop respect for other students’ interpretation even if they were the same. As students debated and discussed they were required to justify their source as reliable, consider the time periods values and social rules, and you had to follow the facts.

When asking students to create historical narratives, it is imperative to provide them with primary sources that help them better understand the time period, give them a different perspective that what they already have, and ensure that they have time to discuss their interpretations with other students.

What Did George Post Today? Learning About People of the American Revolution Through Facebook

http://www.readwritethink.org/classroom-resources/lesson-plans/what-george-post-today-30865.html?tab=4#student-assessment

### **STUDENT OBJECTIVES**

**Students will:**

* **identify people of the American Revolution time period.**
* **develop research skills using both print and online resources with the purpose of teaching the class what they have learned.**
* **explain how these people were important to the American Revolution.**
* **communicate their findings by using their Facebook-like presentation to prompt them.**

### **STUDENT ASSESSMENT/REFLECTIONS**

* **Review each student’s completed** [**Notetaking Sheet**](http://www.readwritethink.org/files/resources/lesson-docs/30865NoteTaking.pdf)**.**
* **During the class periods, observe and note the students’ time on task as this is one of the categories on the** [**Rubric**](http://www.readwritethink.org/files/resources/lesson-docs/30865FacebookRubric.pdf)**.**
* **Using the** [**Rubric**](http://www.readwritethink.org/files/resources/lesson-docs/30865FacebookRubric.pdf)**, evaluate each student’s completed PowerPoint presentation.**
* **Review the completed** [**What Did I Learn?**](http://www.readwritethink.org/files/resources/lesson-docs/30865WhatDidILearn.pdf) **forms**

**Chapter 10 section: *Analyzing Students’ Historical Narratives* (p. 120).**

Assignment:

A new play has been produced based on Hugh McKay’s life. You are the set designer. Illustrate three scenes that you think would be important in helping theater-goers understand the historical setting for Hugh’s experiences. Provide an explanation for why you have chosen each scene. Your explanation must show evidence that you understand the historical time in which Hugh lived.

Assessment:

message and content - include use of sources to support interpretation, completeness of interpretation, sequencing of events, the degree to which interpretations were period appropriate, and facility with letter and diary genres.

Positive Aspects of this Assignment:

* authentic assessment
* required students to consider historical accuracy and importance of events
* promoted reflection on content and process of doing history
* encouraged self-assessment and self-confidence of students
* provided rich source of of data for explaining student progress to parents/guardians (checklists, rubrics, analysis sheets
* promoted self-regulated learning and the ability to establish criteria for judging merit of work, because of clear expectations

Importance of Narratives:

* “It is important in the development of any mature historical understanding that learners see history as a human enterprise made up of interpretations, subject to revision, and expressed through a variety of genres.”
* encourage readers to recognize human aspects of history and develop a better sense of its interpretive and tentative aspects
* help maintain a balance between abstractions of history as an intellectual exercise and history as an ongoing, participatory drama

Task of Teacher:

* help students judge interpretations of narratives
* help students make sense of alternative viewpoints
* help students make careful historical judgements
* guard against uncritical acceptance of literary constructions of history

Engaging Students with History: The Power of Slave Narratives

<http://www.edutopia.org/engaging-students-history-slave-narratives>

<http://www.edutopia.org/pdfs/edutopia-mouthsofslaves-slavery-book-checklist.pdf>

<http://www.edutopia.org/pdfs/edutopia-mouthsofslaves-slave-narrative-rubric.pdf>

This lesson contains many of the same positive aspects that the section “Analyzing Students’ Historical Narratives” does.

* authentic assessment: children’s book of a slave life narrative, using slave narrative videos for information
* requires students to consider historical accuracy and importance of events: rubric covers accuracy and depth of significant detail as well as excellent knowledge of time period
* encourage self-assessment and self-confidence: provides clear expectations, checklist of requirements, includes peer-review, detailed character sketch organizer
* provided rich source of data for explaining student progress: rubric, checklist